AGENDA MANAGEMENT SHEET

Name of Committee	**Council**
Date of Committee	**20 September 2005**
Report Title	**Adult and Community Learning Development Plan 2005/08**

Summary

All Local Authority Adult Education Services funded by the Learning and Skills Council are required annually to draw up Adult and Community Learning Development Plans for a rolling three-year period. This plan builds on the work carried out through previous plans. The Cabinet considered the Plan on 21 July and have recommended that it be approved by Council.

For further information please contact:

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***Would the recommended decision be contrary to the Budget and Policy Framework?** [please identify relevant plan/budget provision]*

No

Background papers

Adult and Community Learning Development Plan 2004/06

CONSULTATION ALREADY UNDERTAKEN prior to consideration by Cabinet on 21 July 2005:-

Details to be specified

Other Committees	☐	……………………………………………………..
Local Member(s)	☐	……………………………………………………..
Other Elected Members	☐	……………………………………………………..
Cabinet Member	☒	Cllr John Burton Cllr Colin Hayfield

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Chief Executive	☐	……………………………………………………………..
Legal	☒	Jane Pollard / Richard Freeth – *"fine"*
Finance	☒	David Clarke, County Treasurer – *"fine"*
Other Chief Officers	☐	……………………………………………………………..
District Councils	☐	……………………………………………………………..
Health	☐	……………………………………………………………..
Police	☐	……………………………………………………………..
Other Bodies/Individuals	☒	Coventry & Warwickshire Learning and Skills Council

FINAL DECISION   **YES**

SUGGESTED NEXT STEPS: Details to be specified

Further consideration by this Committee	☐	……………………………………………………………..
To Council	☐	……………………………
To Cabinet	☐	……………………………………………………………..
To an O & S Committee	☐	……………………………………………………………..
To an Area Committee	☐	……………………………………………………………..
Further Consultation	☐	……………………………………………………………..

Warwickshire County Council

Council – 20 September 2005

Adult and Community Learning Development Plan 2005/08

Report of the County Education Officer

Recommendation from Cabinet:

That the Adult and Community Learning Development Plan 2005/08 be adopted by the Council.

1.0 Cabinet consideration

The Cabinet considered the Plan on 21 July and agreed that it should be submitted to Council for formal approval. During their discussion it was proposed that the County Education Officer, the Director of Social Care and Health and the Director of Libraries, Heritage and Trading Standards submit a joint report about the opportunities for learning for the elderly. This will be considered by the Adult and Community Services Overview and Scrutiny Committee and Cabinet, and the Warwickshire Older Persons Forum will also be given an opportunity to give views on the matter.

2.0 Introduction to the Plan

2.1.   Since 1999, Local Authority Adult and Community Learning Services have been required to deliver their adult education provision against targets and priorities set out initially in a Lifelong Learning Plan and, for the past three years, in an Adult and Community Learning Plan. This requirement has now changed to the production of a three-year Adult and Community Learning Development Plan written to a format prescribed by the Local Learning and Skills Council (LLSC).

2.2   The Plan has been produced by the newly formed Adult and Community Learning Service. This Service has been created following the separation of the pre-existing Community Education Services into two parts, the Adult and Community Learning Service and the Youth and Community Service, which has taken place as a result of the County Council's Strategic Review of Services for Young People.

3.0 Funding

3.1   Funding for adult education is awarded by the LLSC on the basis of the Plan. The attached Plan, written to reflect the requirements set out by the LSC and for the academic years 2005/08, builds on the work carried out against the

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previous Plans. The strategies, priorities and targets are in line with County Council, Education Department, Local and Central Government priorities and targets and with those of the Coventry and Warwickshire LLSC Strategic Plan. The Plan is required in order to secure funding amounting to £1,850,000 from the LLSC.

3.2.   It is the last plan that will be produced under the current system of block grant funding of Adult and Community Learning by the LLSC. This system is to be replaced from August 2006 by a formula funding mechanism similar to the one used to fund Further Education provision. The national LSC is yet to publish any significant details about the formula, but this is anticipated shortly.

Whatever the details may be, as a result the Service will have to face a number of challenges, not the least of which will be to ensure that the majority of its "first steps" learning programmes are linked to supporting adult learners to progress to further learning.

4.0   Plan Priorities

4.1.   Whilst the Plan continues the general pattern of provision that the Service has delivered since its inception it features one important change, that of seeking to develop significantly work with employers beyond the current relatively low levels that take place. This is in order to help the LLSC achieve its priorities in the area of Essential Skills. The Service is liaising with Employment Training Warwickshire to ensure that the provision offered by each Service is coherent and mutually supportive.

4.2.   The priority areas of work set out in the Plan will be delivered through direct delivery from Service staff together with active partnerships with schools, community groups, voluntary organisations, FE colleges, etc., in a range of community venues and in places of the choice of learners themselves. Targets, and communities in which the Service works, will be closely linked with the Area Community Learning Partnerships and their associated plans. Voluntary and community organisations will continue to be funded through grant aid to work with learners on the Service's behalf, in line with the County Council's review of such services and the strategy that emerges for the use of such funding.

4.3.   The Plan links to the department's Single Education Plan in that it enables the actions and activities for Adult and Community Learning to be achieved. It also feeds back into the creation of new activities and actions as the objectives of the ACL Service change and develop. The Service is committed to contributing to Community Learning Plans and the strategy that underpins them.

4.4.   The Adult and Community Learning Service works alongside other services (both within and outside the County Council) that play a key role in the lifelong learning agenda and our intention is to ensure coherence with all of these through the re-formation of the former Corporate Lifelong Learning Steering Group.

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4.5.   Attached at **Appendix A** is a summary of the Plan setting out the priorities
contained therein. The Plan itself is attached at **Appendix B**.

ERIC WOOD
County Education Officer
22 Northgate Street
Warwick

September 2005

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**Warwickshire County Council
Adult and Community Learning Service**

**Summary of the Adult and Community Learning Development
Plan August 2005 to July 2008**

Since 1999, Local Authority Adult and Community Learning Services have been required to deliver their adult education provision against targets and priorities set out initially in a Lifelong Learning Plan and for the past three years an Adult and Community Learning Plan. This requirement has now changed to the production of a three-year Adult and Community Learning Development Plan that is written to a format prescribed by the local Learning and Skills Council (LLSC).

Summary of provision

The Adult and Community Learning Service secures provision through: outreach and community development work; direct delivery of Essential Skills, Family Learning, Literacy and Numeracy and Information and Computer Technology (ICT) which includes both first rung activity and some accredited programmes; and by awarding monies to groups and organisations from statutory, voluntary and community sectors to secure adult learning in accordance with the Service's Plans and Procedures.

The Service will continue to:

- identify and target non-learners, to signpost to relevant provision or support by determining learning needs through the work of Adult and Community Learning Development Workers;

- deliver learning opportunities focused on Essential Skills, Information and Communication Technology, Family Learning, Literacy and Numeracy and other skills development targeted to the Service's priority groups in community locations to further the process of developing learning communities and widening participation. The service recognises the importance of using Family Learning and ICT provision as a means of progressing learners into Essential Skills learning;

- award grants to voluntary, community and statutory providers to deliver learning to learners from priority groups and areas.

Learning opportunities are currently delivered by five area teams based in the five district and borough council areas which make up the county of Warwickshire.

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Strategic priorities

At the sub-regional level the key LLSC priorities that are being addressed by the service are:

- Driving up skills in relation to literacy and numeracy through accredited programmes
- Pushing up demand for learning
- Pushing up the quality of learning
- Upskilling the public services
- Driving up fee income

Quality

The service will assure and improve the quality of its provision through the implementation of quality assurance systems which are themselves continuously improving; through staff and curriculum development; through the use of MIS data in the planning as well as the recording of learning; and through the benefits that will accrue from the restructuring process through which the service is currently going.

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Headline performance measures

Headline Targets	
ACL Learners	**Estimated numbers, compared to actuals**

03-04	Estimated	Actual	Comments		
16 – 18					
19+ main ACL					
FLLN (Family Learning Literacy and Numeracy)					
Wider Family Learning					
	04-05 estimated	**05-06 estimated**	**06-07 estimated**	**07-08 estimated**	
16 – 18	-	-	-	-	
19+ Main ACL	2,387	2,537	2,664	2,791	
FLLN	613	651	684	716	
Wider Family Learning	1,000	1,062	1,115	1,168	
Total learners	4,000	4,250	4,463	4,675	

NB. The estimated learner numbers for 2005-06 show a 6.25% increase over the number for 2004-5 and are based on the assumption that funding remains constant from 2004-05 to 2005-06.

Further anticipated increases in learner numbers as forecast will depend on the new funding mechanism due to be introduced in August 2006 generating similar levels of income for the service to that currently available from the core grants.

Skills for Life	2003/04 Estimated	2004/05 Estimated	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated
FLLN activity counting towards Skills for Life target (entry level 3 and above) – Learner Numbers	*	*	*	*	*
Skills for life activity counting towards skills for life target – all ages (entry level 3 and above) – Learner Numbers		150	165	173	182
Other Skills for Life provision pre-entry levels 1 and 2 which do not count towards target – Learner Numbers		350	385	404	425
Percentage of Entry 1 Level and 2 learners to be progressed into Entry level 3 and above		5%	6%	7%	8%
	* We are currently developing MIS processes and reports to enable this information to be gathered				
Skills for Life through working with employers	2003/04 Estimated	2004/05 Estimated	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated
Number of employers		6	10	15	20
Number of employees		20	30	45	60

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Adult and Community Learning Service

WARWICKSHIRE ADULT AND COMMUNITY LEARNING SERVICE 3 YEAR DEVELOPMENT PLAN

2005/6 to 2007/8

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Warwickshire County Council
Adult and Community Learning Service

WARWICKSHIRE ADULT AND COMMUNITY LEARNING SERVICE
3 YEAR DEVELOPMENT PLAN

2005/6 to 2007/8

1. Introduction

1. Following the splitting of the pre-existing Community Education Service into two parts, the Adult and Community Learning Service became a freestanding service located within the Education Department of Warwickshire County Council on March 1st 2005.

2. The service is currently being restructured in response to both recommendations in the report of the Adult Learning Inspectorate following a successful external inspection in 2004 and internal reviews undertaken by the County Council. Additionally, the Service must respond to the demands of a changing environment, particularly the move to the new funding mechanism from August 2006 onwards. This process will be completed by the end of September 2005. In the light of the restructuring (the outcomes of which are currently unknown) it may be necessary to make some alterations to this Plan.

3. However, the mission and remit of the service have not changed and it will continue to make broadly similar provision to that which it has been making over the last five years since its inception as, primarily, a direct deliverer of learning opportunities.

4. The strategic priorities of the service are to deliver learning which encourages opportunities for personal and community development and the participation of all members of the community in a process of lifelong learning.

5. This puts into practice the County Council mission statement for lifelong learning which is:

'Warwickshire County Council believes that lifelong learning enables local people to play active and positive roles within their families and local communities as well as contributing to the cultural side of life and the economic well-being of the County'.

Summary of provision

6. The Adult and Community Learning Service secures provision through: outreach and community development work; direct delivery of Essential Skills, Family Learning, Literacy and Numeracy and Information and Computer Technology which includes both first rung activity and some accredited programmes; and by awarding monies to groups and organisations from statutory, voluntary and community sectors to secure adult learning in accordance with the Service's Plans and Procedures.

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7. The Service will continue to:

- identify and target non-learners, to signpost to relevant provision or support by determining learning needs through the work of Adult and Community Learning Development Workers;

- deliver learning opportunities focused on Essential Skills, Information and Communication Technology, Family Learning, Literacy and Numeracy and other skills development targeted to the Service's priority groups in community locations to further the process of developing learning communities and widening participation. The service recognises the importance of using Family Learning and ICT provision as a means of progressing learners into Essential Skills learning;

- award grants to voluntary, community and statutory providers to deliver learning to learners from priority groups and areas.

8. Learning opportunities are currently delivered by five area teams based in the five district and borough council areas which make up the county of Warwickshire.

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2. Strategic Summary

Strategic priorities and fit

1. The provision to be delivered meets needs and policies for learning and skills as set out at the Annual Planning Review Meeting and in the Strategic Area reviews carried out by the LLSC.
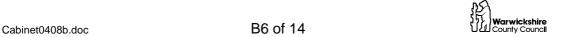
Key priorities from the Annual Planning Review meeting

2. At the sub-regional level the key LLSC priorities that are being addressed by the service are:

- Driving up skills in relation to literacy and numeracy through accredited programmes
- Pushing up demand for learning
- Pushing up the quality of learning
- Upskilling the public services
- Driving up fee income

3. The work of the service is becoming increasingly focussed on the delivery of literacy and numeracy (essential/basic skills) and using its ICT and family learning provision to attract new learners who can then progress into basic skills learning either in its own right or embedded into other programmes of study. However, we recognise that ICT has now also become, formally, an Essential Skill and we will continue to use the excellent ICT facilities developed over the last four years in disadvantaged communities to offer learning opportunities in this crucial area.

4. Within whatever funding constraints and opportunities are generated by the new funding mechanism we will seek to increase year on year the numbers of essential skills learners and those achieving national qualifications. Equally, we will seek to increase numbers of ICT learners who achieve qualifications up to level 2 or progress elsewhere to do so.

5. The service will continue to widen participation and push up the demand for learning through its work in local communities, particularly via the use of development workers whose role it is to initiate contacts with individuals and organisations in order to draw them into provision – often tailored to their specific needs. We will continue the process, begun over the last year, of funding both f.e. colleges and voluntary, community organisations in a more focussed way than previously in order to support increases in demand which they can stimulate.

6. However it is less easy than it has been to allocate this funding - £322,000 in 2004/5 – as a number of key voluntary and community organisations in local communities have expressed concern about what they see to be the heavy 'bureaucratic' demands of our QA processes.

7. Undoubtedly there is a need to continue to provide this support to local groups as the have the capacity to reach priority learners with multiple access barriers, e.g. learners with mental health problems or learning disabilities/difficulties. We will find ways of supporting these organisations through simplified QA requirements whilst not reducing the quality and relevance of the delivery itself.

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8. We will develop the provision of IAG by the service, within cost constraints, to ensure that learners and potential learners who engage with the service can be appropriately advised and signposted. Specifically, we will examine whether the Matrix system can be implemented in a cost-effective way across the service.

9. The service is committed to a process of continuous quality improvement and all learners, whether in accredited or non-accredited programmes, are supported through a staged process which follows that identified through the RARPA project (see **Quality** section below). The quality assurance processes are under regular review through engagement with NIACE and LSDA in particular and this process will continue for the duration of the plan.

10. The service will continue to seek opportunities to work with employers and their employees in the workplace with particular focus on public sector employees. The service already undertakes work within the county council for classroom assistants, care workers and others and will expand this activity over the next three years. At a local area level we will continue to offer opportunities for workforce development to employers within our essential skills programmes – including ICT now that this curriculum area has taken on the status of being an essential skill.

11. We are in discussion with a major training provider (Employment Training Warwickshire) to explore ways in which we can complement each other's services in relation to work-based learning.

12. In all of the work that we do we will plan to offer progression routes to learners and to record progression when it takes place either within the opportunities offered by the service or to external programmes. We will develop referral arrangements with providers – especially the FE Colleges - in order to facilitate learner progression. This will take place via arrangements made through existing forums such as the Area Community Learning Partnerships or by direct contact with the institutions themselves. For instance, the first of a series of planned meetings took place with South Warwickshire College during the first half of May to develop partnership working and progression arrangements for learners.

13. The service has traditionally not charged fees to learners because of the need, particularly in disadvantaged communities, to avoid creating barriers to people learning. We will review this policy once service restructuring has been completed to see if there are instances where learners might make some contribution to the costs of their learning and will, in particular, attempt to identify other sources of income such as contributions from employers. We will introduce a pilot scheme for charging fees in the ICT centres in one area from the start of 2006.

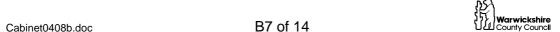*Strategic recommendations from the 19+ Strategic Area Review*

14. The five major recommendations from the review were:

- Ensure learners understand what they can expect from learning and providers understand what is required to meet expectations
- Improve the co-ordination and strategic planning of learning
- Ensure availability of provision at level 2 and at level 3 in key industries
- Tackle low skills levels and the need for increased Skills for Life achievement
- Meet individuals' skills needs and the needs of business

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15. Responses to these recommendations will need to be initiated in many instances by the LLSC itself. However, there are a number of ways in which the service can support the LLSC in doing so.

16. In relation to the first recommendation we will, as set out above, attempt to improve guidance support for learners and work particularly to target hard-to-reach groups.

17. We will continue to support the Area Community Learning Partnerships that are chaired and serviced by the County Council Education Department, and other forums where they exist, to help achieve co-ordination and strategic planning of learning. Most importantly, we will extend our partnership arrangements with other providers and stakeholders to ensure a coherence of provision for learners and good progression opportunities for them.

18. In particular, we will strengthen our partnership links with f.e. colleges and with Learndirect providers and providers of E2E services, and will identify and adopt good practice where this already exists.

19. The service will work as already indicated to meet the need for increased Skills for Life achievement and respond to the recommendations in the StAR about working with the Essential Skills Resource Centre and other local partners in ways which enhance opportunities and progression routes for learners.

Area strategic recommendations from the 19+ Strategic Area Review

20. In East Warwickshire the review identified the need for greater development of neighbourhood and community projects to encourage residents in deprived wards back into learning. The service is already active in these wards through the work of its UK Online centres and the general activity of its area team. However, we will seek to build upon this by looking for ways in which to work with and fund voluntary and community organisations to achieve this objective. The service will continue to actively engage with and support the work of the Area Community Learning Partnership (ACLP), chaired and administered through the WCC Education Department, to develop local planning and partnership arrangements.

21. In Mid Warwickshire the service's area team already has well-developed projects in the most disadvantaged wards and continues to develop new work such as the 'Helpmate' project in Warwick or the 'Choices' project across the district. This type of work is often done in conjunction with other providers and the service will continue to enhance these links. In particular, we will seek to extend the partnership with Warwickshire College to enable a coherence of provision and progression opportunities for learners. As with the other ACLP's we will attempt to ensure that issues from the review are integrated into their planning process.

22. The recommendations for North Warwickshire (incorporating Nuneaton and Bedworth) include reference to the need to target groups of minority ethnic residents and to stimulate demand from the 45-54 age group. The service already does considerable work with minority ethnic residents, notably through our Chilvers Coton Initiative but will support the LLSC in developing a comprehensive strategy to target these groups and enable the delivery of learning opportunities. We will target the 45-54 age group and use both existing facilities such as our four UK Online centres across the area, and our new learning centre which is approaching completion in Camp Hill to develop work with people from this group who lack any qualifications.

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Discussions are taking place with North Warwickshire and Hinckley College at a number of levels which will help the service engage effectively with them to support learners.

23. South Warwickshire has a very different profile to the rest of Warwickshire and different needs. The service has focussed heavily on capacity building in the past but the emphasis will now be placed more on engaging directly with learners, particularly those in need of essential skills learning opportunities. Where capacity building has already occurred this should provide fertile ground for working in deprived wards to ensure learning opportunities are visible to potential learners – as recommended in the StAR. The area has pockets of rural deprivation and this is exacerbated by poor public transport links, but the service will try to address these problems using wireless networks of laptop computers in which it has recently invested to address essential skills needs alongside ICT provision.

Other Strategic Area Reviews

24. As the outcomes of other Strategic Area Reviews become available, such as that concerned with Learners with Learning Difficulties and Disabilities, the service will contribute to the achievement of the objectives that the LLSC identifies within the constraints that its funding and other priorities impose.

Quality

25. The service will assure and improve the quality of its provision through the implementation of quality assurance systems which are themselves continuously improving; through staff and curriculum development; through the use of MIS data in the planning as well as the recording of learning; and through the benefits that will accrue from the restructuring process through which the service is currently going.

26. The quality assurance system used by the service follows the five elements of the staged process developed by the RARPA (Recognition and Recording of Progress and Achievement) project. The service participated in the project as a member of the Wider Development Group of 37 ACL services drawn from the statutory and voluntary sectors and was able to trial the methods developed by the project at an early stage.

27. The service has consequently had a comprehensive QA system in place for some eighteen months which is now about to enter its second stage of development. This has been achieved through feedback from staff about ways in which it could best be refined and through the support of a LSDA funded consultant who has assisted the service in streamlining its recording systems. The new iteration is in the final stages of development and will be adopted from the start of the new funding year in August 2005.

28. Staff and curriculum development are central to improving quality and are supported through three curriculum coordinators at service headquarters who are responsible respectively for the three main programme areas – Essential Skills, ICT and Family Learning. Staff development over the period of the plan will focus on the Upskilling of staff through the delivery of FENTO qualifications and, in particular, through the implementation of the service's E-learning Strategy which has just been approved by NIACE/NLN.

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29. This provides for:

- ICT staff to achieve the ECDL qualification
- All tutors to improve their ICT skills through generic staff development
- E-guides training to be provided for all part and full-time staff to extend the use of e-learning in all curriculum areas
- Local area ICT champions to assist colleagues to extend their use of e-learning technologies

30. Alongside its formal system for the observation of teaching and learning the service will develop a process of peer observation of provision to encourage the development and sharing of good practice across the five areas of the county.

31. In relation to Essential Skills particularly, the service has been participating in the Learning and Skills Council 'Skills for Life' Quality Initiative and this has resulted in a report from the consultant who has been supporting the service that will be implemented over the coming months.

32. Additionally, the service continues to implement and develop its Post Inspection Action Plan – following its successful ALI inspection in 2004 – and the action plan which resulted from the last Self Assessment undertaken by the service, which will be updated by the next such process when it is carried out later this year.

33. The AQUA MIS system which the service has been using for the last two and a half years is now stable and producing accurate and timely data. As well as using the system to generate summative data, the service will increasingly over the period of the plan use data proactively in the planning of provision and the modification of plans during the planning period.

34. In particular the service will develop methods of tracking the progression of learners, both internally within and across the curriculum areas that the service delivers and externally as learners move into and through provision made by other providers.

35. The restructuring that the service is currently undertaking will impact directly and positively on the quality and the consistency of provision across the county. More weight will be given to the influence by the central curriculum team on the curriculum that is delivered locally, thus addressing a significant weakness identified both in our self assessment process and by the Adult Learning Inspectorate.

36. Finally, in terms of the LLSC Equality and Diversity Impact Measures, the only one of the measures which is applicable to the service is the one concerned with having a disability statement in place and this has been so for some time.

37. The service actively monitors its success in working to achieve equality and diversity and has a good record, in particular, of working with learners from ethnic minorities and with learners with disabilities. The work done in Nuneaton at the Chilvers Coton Initiative with Asian women and with learners with visual impairment at the ICT centre in Lillington, Leamington, make good examples of this activity.

38. The service will continue to develop provision to meet the needs of minority groups and ensure that equality and diversity are effectively maintained.

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Infrastructure and resources

39. Currently, delivery of ACL programmes takes place in a variety of settings. These include:

- WCC Youth and Community Centres and local area offices
- Community venues where WCC ACL is a hirer/user of premises controlled by another agency
- Community based ICT Learning Centres, some owned/controlled by WCC ACL, others owned by external organisations
- Libraries

40. A major capital project (part-funded by the National LSC) is under way in Camp Hill, Nuneaton. This is part of a major regeneration programme and will result in a state of the art community and learning centre in the heart of the new village (new build) and the ACL team relocated to Camp Hill Primary and Early Years Centre with excellent learner facilities for use by WCC ACL and other providers and agencies.

41. The service does not operate a separate property strategy from that developed by the WCC Education Department for premises owned by the county council. Where use of premises owned by other organisations is concerned, lease arrangements are entered into for continuing use of premises where appropriate and necessary.

42. An annual finance plan is prepared by the service in which budgets are set for income and expenditure. Business planning also includes projections for a rolling three year period but current uncertainties over the new formula funding mechanism make it difficult to project likely income over the next three year period.

43. The service's workforce is well qualified and continuing professional development includes staff working towards FENTO Level 3 and 4 standards and ECDL qualification for ICT staff.

44. The current restructuring of the service will enable leadership and management to be more effective and will also incorporate a re-evaluation of the roles of delivery and development staff to focus their work more effectively on meeting the needs of learners.

45. Warwickshire County Council Equality and Diversity Policies operate in the recruitment and selection of staff.

Risk management

46. The main planning assumption made is that the impact of the new formula funding mechanism will be to allow the service to continue to deliver a similar programme of work to that currently offered for an appropriate transitional period. This will provide a guarantee of income whilst the service adjusts to the provisions of the new mechanism and makes any necessary changes in the pattern of its delivery, and how it charges learners for the work that it does.

47. The main risks in relation to delivery are around failure to recruit the planned number of learners. This will be managed by working with community and voluntary organisations to try to ensure that the adverse impact of QA measures is minimised and that recruitment remains high. Where direct delivery is concerned steps will be

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taken following the management restructure to ensure that performance is closely monitored and corrective action taken if and when necessary.

48. There are no significant finance risks other than those implied by the introduction of formula funding and dealt with above. Similarly there are no major quality risks given past performance and the successful ALI inspection which took place some twelve months ago.

49. There are no current infrastructure risks other than those associated with the Camp Hill project referred to earlier and these are being managed by the county council departments associated with the delivery of the two main programmes.

50. There is a small risk associated with recruitment of suitable staff during the restructure period but this will be managed through appropriate personnel processes.

51. Client satisfaction is high and the service enjoys a good reputation in the community.

52. There are no compliance issues in relation to legislative requirements on equal opportunities or health and safety and the service will continue to be advised and supported by specialists within the county council on these matters.

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Headline performance measures

Headline Targets				
ACL Learners				

	Estimated numbers, compared to actuals			
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Skills for Life	2003/04 Estimated	2004/05 Estimated	2005/06 Estimated	2006/07 Estimated	2007/08 Estimated
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Overall completion rates	2003/04	2004/05	2005/06	200607	2007/08
	98.85%	99%	99%	99%	99%

Professional Qualifications		Qualified %	Working Toward %	Total %
Staff employed by WCC ACL Service	**Full-time**	86	14*	100
	Part-time	90	10*	100
	All staff involved in the direct delivery of ACL opportunities have a professional adult teaching qualification. Those staff described as 'Working Toward' are currently employed as Adult Education Development Workers and, as such, are not currently involved ion the delivery of ACL opportunities.			

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